



We Grow and Learn with Jesus

St Anthony's Catholic Primary School

Behaviour Policy

Date of Issue: November 2025

You should be a light for other people. Live so that they will see the good things you do. Matthew 5:16

Our Mission Statement

The Mission Statement of St. Anthony's School is ***We Grow and Learn with Jesus***. This means Gospel values lie at the core of our school's community in which we are all invited to grow and learn both spiritually and morally with every single experience and this reflected in our behaviour.

Aims

At St Anthony's Catholic Primary School, we aim to have a positive caring ethos and provide challenging well-planned education. The goal is to produce caring, successful pupils with a high self-regard and esteem as well as an awareness of appropriate behaviour in all social and academic contexts.

At St. Anthony's we aim to:

- Create a loving school family in which everyone is shown equal respect and value.
- Promote and demonstrate appropriate standards of behaviour and discipline so that the children can 'Grow and Learn with Jesus'.
- Produce a safe, secure and happy environment where everyone enjoys the learning process.
- Raise awareness with the children of the importance of mutual respect in the way that they conduct themselves.
- Raise awareness with the children of the importance of mutual respect by instilling in them a sense of responsibility for their actions.
- Provide a consistent approach to behaviour management.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management.
- Outline our system of rewards and sanctions.

Role of Adults

The duty of adults within the school environment is to be positive role models in all areas of behaviour. All adults set the example for children to follow as demonstrated in their everyday interactions.

Objectives

Jesus sets the standards that we want our children to follow by teaching us the importance of:

- self control
- self worth
- respect for others regardless of gender, race, religious belief or ability, and
- pride in their behaviour, their work and their school.

We encourage the children to develop:

- responsibility for their behaviour
- an understanding of each other
- the ability to think independently
- a sense of fairness
- an understanding of the need for rules
- an ability to respond appropriately in situations.

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Keeping Children Safe in Education
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils.
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property.
- DfE guidance explaining that maintained schools must publish their behaviour policy online.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child or if a child is in danger of hurting him/herself. The actions that we take are in line with Government guidelines on the restraint of children.

Hertfordshire Steps

The policy on managing behaviour at St. Anthony's embraces the principles of 'Hertfordshire Steps' which is an inclusive approach recognising what St. Paul says in his letter to the Corinthians:

"Now you are the body of Christ and individually members of it." (1 Corinthians 12:27)

The Gospel teaches us that we are all unique; we bring our unique needs and experiences to St. Anthony's. The needs of the individual are central if our Catholic school community is to flourish.

Hertfordshire Steps encourages the development of internal control as a way of supporting children to make the right choices. It also promotes a positive focus on improving young people's engagement, motivation and well-being.

As staff our task is to ANALYSE behaviour and not MORALISE about it.

Code of Conduct

The school has a code of conduct for pupils. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

We Grow and Learn with Jesus

- We treat everyone in school with the kindness and respect we would expect ourselves.
- We listen to other people and show respect for their views.
- We show kindness and consideration when talking to others without using bad language.
- We try our best in our work and in our play.
- We respect other people's property.
- We look after our school by keeping it tidy and caring for the environment around it.
- We will respond to advice and requests from adults working in our school family.
- We always behave well out of school to show St. Anthony's has the best standards.

The class teacher discusses the Code of Conduct with each class. In addition to the Pupil Code of Conduct, each class also has its own classroom rules, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of poor behaviour, the class teacher discusses these with the whole class.

The role of the class teacher

It is the responsibility of the class teacher to ensure that the Pupil Code of Conduct is implemented in their class, and that their class behaves in a responsible manner during lessons.

- The class teachers in our school have high expectations of the children in terms of behaviour and they strive to ensure that all children work to the best of their ability.
 - Children may be asked to complete work again if it is not to the best of their ability.
 - The teacher keeps records of all reported incidents of misbehaviour on Arbor or CPOMS (if appropriate.)
 - The class teacher treats each child fairly and implements the Classroom Rules consistently.
 - The teacher treats all children in the class with respect and understanding.
 - If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself (see Steps 1 and 2 on Page 7 and 8).
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- If misbehaviour continues, the class teacher seeks help and advice from the Key Stage Coordinator followed by the Senior Management Team.
 - The class teacher and Inclusion Lead liaise with external agencies, as necessary, to support and guide the progress of each child.

The role of the Headteacher

- It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school Behaviour Policy consistently throughout the school and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.
- The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour and by supporting staff in the implementation of the policy.
- The Headteacher keeps records of all reported serious incidents of misbehaviour on CPOMS.
- The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious breaches or persistent breaches of this policy. For repeated or very serious acts of anti-social/inappropriate behaviour, the Headteacher may permanently exclude a child. School Governors are notified of all exclusions. This is a measure of last resort where the school has taken all reasonable steps to avoid excluding the child and allowing the child to remain in school would be seriously detrimental to the education or welfare of the pupils or that of others at the school.

The role of parents/carers

- The school works collaboratively with parents/carers to ensure children receive consistent messages about how to behave at home and at school.
- We explain the Pupil Code of Conduct in the Home School Agreement and we expect parents/carers to read these and support them.
- We expect parents/carers to support their child's learning and to co-operate with the school, as set out in the Home–School Agreement. We try to build a supportive dialogue between the home and the school and we inform parents/carers immediately if we have concerns about their child's welfare or behaviour.
- If the school has to use reasonable sanctions, parents/carers should support the actions of the school. If parents/carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher and then the School Governors. If these discussions cannot resolve the problem, a formal appeal process can be implemented.

The role of Governors

- The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.
- The Headteacher has the day-to-day authority to implement the school Behaviour and Discipline policy but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

Implementation by Staff

All staff will:

- Treat all children equally regardless of gender, race, religious belief or ability.
- Act as good role models for the children.
- Be alert to inappropriate behaviour and take suitable action.
- Work as a supportive team, showing sensitivity and consideration to all members of the school community.

Training and Support for Staff

We believe that it is very important that new and existing staff are kept up to date with current developments in behaviour management and are fully trained to deal with any behavioural issue that might arise. For this reason, all staff members will have opportunities to attend training days and courses.

Definitions

Placing Emphasis on Appropriate Behaviour

At St. Anthony's School, we pride ourselves on the behaviour of members of our school community. Here are some specific examples of good behaviour displayed every day:

- Courtesy and politeness displayed to visitors
- Children including others in their games
- Being respectful in our school chapel at lunchtimes
- Displaying friendliness
- Helping with jobs and tasks
- Saying please and thank you
- Displaying support and kindness when others are in difficulty
- Showing goodwill for the success of others
- Trying hard even when a task is challenging
- Handing in lost property
- Showing patience and tolerance
- Welcoming newcomers to our school.

The above list is an example of just some of the positive behaviours we see in our school and we know that it is important for us to celebrate this behaviour.

We show that we value appropriate behaviour in the following ways:

- Verbal recognition of good behaviour from staff and from pupils
- Assistant Headteacher recognition - stickers
- Headteacher recognition –stickers and certificates
- House Points in Key Stage 2
- 'Pupil of the Week'
- Good Disciple certificates in Key Stage 2
- CST certificates in EYFS and Key Stage 1
- Table Points
- Writing to, or speaking with parents
- Special mention for children in the 'Polite Book' to encourage courtesy around the school.

Misbehaviour

Misbehaviour is defined as behaviour which causes upset, disruption, distress, offence or harm to individuals, groups or the school community as a whole.

Examples are:

Misbehaviour is defined as:

- Being unkind
- Not following instructions
- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect School Uniform.

Serious misbehaviour is defined as:

- Bullying (including cyberbullying).
- Persistently being unkind.
- Repeated breaches of the Pupil Code of Conduct.
- Any form of prejudiced based discriminatory language or behaviour.
- Physical/violent behaviour.
- Bringing inappropriate or potentially dangerous items to school.

Management of misbehaviour

All strategies are employed in the light of our Mission Statement, “We Grow and Learn with Jesus”.

We recognise the importance of managing children in a fair and just manner so they may grow both spiritually and morally as Christians. We work with the children and their families to help them learn from an incident, a mistake or an experience and to identify the impact of a misbehaviour on other people as well as themselves. As Christians we recognise the importance of forgiveness and reconciliation so that children can move on from isolated incidents of misbehaviour.

As St. Paul says:

“Be kind and compassionate to one another, forgiving each other, just as in Christ God forgave you”. Ephesians 4:32

Management of misbehaviour identified during lessons

At St. Anthony's we recognise that if misbehaviour occurs, clear steps need to be taken to ensure negative behaviours are managed. The tables below outline these steps.

Latter steps from the table below will be followed immediately in the case of serious misbehaviour.

1	Teacher speaks to the child about the misbehaviour with the expectation that this will lead to a positive change. No further action is taken if the child responds positively.
2	Continued misbehaviour will lead to time out within the classroom. Teacher will speak to the child. No further action is taken if the child responds positively.
3	Time out to the Link Class (See Appendix 1) . A Time Out form will be given to the child and the teacher will meet parents to raise concerns about behaviour.
4	3 Time Out forms (Appendix 3) over the course of a term will lead to a formal meeting between the Key Stage Coordinator and child's parents to raise concern and discuss an action plan. (See Note 1 below)
5	Over 3 Time Out forms over the course of a term will lead to a letter from the Senior Management Team and a formal meeting with the Headteacher and / or Assistant Headteacher. (Appendix 4 and see Note 2 below)
6	3 letters from the Senior Management Team over the course of the year will lead to an Internal exclusion.
7	Persistent or a single incident of very serious misbehaviour may lead to a suspension or exclusion.

Note 1

Please note that every term, children are given opportunities to make a fresh start to display more positive behaviour. Time Out sheets will only be counted on a termly basis meaning a Time Out form given in Term 1 (September to December) **will not** count if the child receives a second form in Term 2 (January to Easter).

Note 2

The number of Senior Management Team letters given **will** count for the entire school year. An SMT letter given in September (Term 1) **will** count if the child receives a second letter in January (Term 2).

Management of misbehaviour identified during breaktimes

At St. Anthony's we recognise that behaviour can be related to environment. During break and lunchtimes, children can be involved in different, more variable situations that may require an approach to behaviour management that is slightly different to one taken in class. Please see the table below for the steps taken.

Latter steps from the table below will be followed immediately in the case of serious misbehaviour.

1	Staff member reminds child about appropriate behaviour with the expectation that this will lead to a positive change. No further action is taken if the child responds positively.
2	Continued misbehaviour will lead to time out. Staff member may speak to the child during this time or child may be asked to time out from their breaktime. No further action is taken if the child responds positively.
3	Persistent misbehaviour will mean the child's teacher is informed and the teacher will discuss behaviours with the child. No further action is taken if the child responds positively.
4	Persistent misbehaviour will lead to a Time Out form (Appendix 3) being given to the child by the teacher who will meet parents to raise concerns.
5	3 Time Out forms over the course of a term will lead to a formal meeting between the Key Stage Coordinator and child's parents to raise concern and discuss and action plan. (See Note 1 below)
6	Over 3 Time Out forms over the course of a term will lead to a letter from the Senior Management Team and a formal meeting with the Headteacher and / or Assistant Headteacher. (Appendix 4 and see Note 2 below)
7	3 letters from the Senior Management Team over the course of the year will lead to an Internal exclusion.
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In every case the reprimand will focus upon an analysis of the child's behaviour and NOT personal criticism of the child.

Special Educational Needs and Disabilities

Planned support is given to children who have been identified as having specific emotional and behavioural difficulties or other special educational needs which may be linked to poor behaviour. Pastoral support programmes are in place for those children who are at risk of permanent exclusion to help manage behaviour. **See Appendix 2.**

The school works with other agencies, such as Social Services, the Health Service, Police, SEN advisory teachers and Educational Welfare Officers when appropriate.

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's Special Educational Needs Co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Zones of Regulation

We have implemented the use of Zones of Regulation across the school. Zones of Regulation is used to support our pupils develop their self-regulation skills and emotional control, with support from adults in school. Zones of Regulation has replaced our Ready to Learn system. The Zones of Regulation uses four colours to help children self-identify how they are feeling and to categorise this feeling into a colour zone. They then use their 'zones toolbox' to support them move from the blue, yellow or red zone, back into the green zone. Every child starts the lesson in the Green Zone, in which we will see positive behaviours for learning. Throughout the school day children may move throughout the zones.

Suspensions and Permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved.

- The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.
- The decision to suspend or exclude will be made by the Headteacher and only as a last resort.

- The Headteacher reserves the right to exclude a pupil in response to a serious breach of the school's Behaviour Policy and if allowing the pupil to remain in school would seriously harm the education of the pupil or others in the school.

Permanent exclusion will only be used as a last resort, in response to a serious breach or persistent breaches of the school's Behaviour Policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Please refer to our Suspension and Permanent Exclusion policy for more information.

The Headteacher has the power to suspend or exclude a pupil from school. The Headteacher may suspend a pupil for one or more periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible that a suspension may be followed by a permanent exclusion if the circumstances warrant this.

- If the Headteacher excludes a pupil, she informs the parents, giving reasons for the exclusion. At the same time, the Headteacher make it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- The Headteacher informs the LEA and the governing body about any permanent exclusion, and about any suspension beyond five days in any one term.
- The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.
- The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- When an appeals panel meets to consider an exclusion they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.
- If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

Monitoring

- The Headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The Headteacher records those incidents where a child is sent to him/her on account of bad behaviour. The school also keeps a record of any incidents that occur at break or lunchtimes.
- The Headteacher keeps a record of any pupil who is suspended or who is permanently excluded.

- It is the responsibility of the Governing Body to monitor the rate of suspensions and exclusions and to ensure that the school policy is administered fairly and consistently.

Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity (e.g. school trips);
- travelling to or from school;
- wearing school uniform;
- in any other way identifiable as a pupil of our school.

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- could have repercussions for the orderly running of the school;
- poses a threat to another pupil or member of the public;
- could adversely affect the reputation of the school.

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of staff members (e.g., on a school-organised trip).

A separate code of conduct will be used for After-School/Breakfast Club (**Appendix 5**) and residential school trips (**Appendix 6**).

Home/School Partnership

Parents play an intrinsic part in the promotion of good behaviour at school and it is for this reason that a Home/School Agreement is very important. At St. Anthony's a Home/School Agreement is in operation and behaviour management forms a part of this Agreement.

So that we can all work as part of a team in the management of our children's behaviour, it is essential that parents keep the school informed of:

- any behaviour difficulties they are experiencing at home
- a specific event or trauma that would affect the child's behaviour or performance in school e.g. family bereavement or illness
- a significant behavioural incident that happened in school that affects the child's performance and enjoyment of her or his learning.

It is essential that in addressing behavioural issues within school, parents liaise directly with the child's teacher in the first instance.

Parents who have concerns and questions regarding a behavioural incident or matter relating to their child can make an appointment to see their child's teacher who will be happy

to discuss such issues. If an issue cannot be resolved in this way, either the parent or class teacher can obtain further assistance from the relevant Key stage Coordinator. If the problem remains unresolved it should then be referred to the Headteacher.

The school can offer support to parents who wish to learn about behavioural issues.

Monitoring, Evaluation and Review

The staff and governing body will review this Policy regularly. All members of the school community will be asked to comment on the effectiveness of the Policy and their comments will be considered.

The effect of this policy is monitored across all ethnic groups.

The Headteacher will publicise the policy annually through the school newsletter, notice board and website.

Links with other policies

This Behaviour Policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Preventing and Responding to Bullying Policy
- SEND Policy
- Inclusion Policy
- Restrictive Physical Intervention Policy
- Health and Safety Policy
- Equality Policy

Review

The Governing Body reviews this policy every year. They governors may, however, review the policy earlier than this, if the Government introduces new regulations or if the Governing Body receives recommendations on how the policy might be improved.

Appendix 1

LINK CLASSES

Reception	In the morning _____	Nursery or Reception
Year 1	_____	Year 2
Year 2	_____	Year 1
Year 3	_____	Year 4
Year 4	_____	Year 3
Year 5	_____	Year 6
Year 6	_____	Year 5

Appendix 2

Pastoral Support

We recognise that there may be children whose behaviour requires focused pastoral support.

In addition to behaviour management steps taken on pages 7 and 8, some or all of the following steps will be taken:

	Meet the children's parents to agree a Behaviour Support Plan
	Arrange regular meetings with parents to review progress of this plan.
	Appoint a staff mentor to work with the child.
	Involve appropriate outside agencies.
	Have time out from the classroom where they can work in a quiet space overseen by SMT.
	Work with other children in the class to form a network of support.

All these measures are taken in line with our Mission Statement to improve the child's behaviour and enhance the learning of others.

APPENDIX 3



St. Anthony's Time Out Sheet

Take the time to go through this sheet and write down your thoughts.

DATE		NAME		CLASS	
WHAT HAPPENED?					
WHAT ARE YOUR THOUGHTS ABOUT WHAT HAPPENED?					
WHAT CAN YOU DO TO MAKE THIS BETTER?					

Signature Parent/Carer _____ Signature of Teacher _____

APPENDIX 4



St Anthony's Catholic Primary School

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www.stanthonys.herts.sch.uk

We Grow and Learn with Jesus

Headteacher: Mrs Elaine Harrold

St. Anthony's Senior Management Team Behaviour Concern Letter

Dear Parent/Carer,

You are receiving this letter because of serious concerns about your child's behaviour.

In order for us to improve the situation, it is important that we work together in the interests of your child.

Please contact the school office to make an appointment with the Headteacher and a member of the Senior Management Team to discuss our concerns.

Yours sincerely

The Senior Management Team of St. Anthony's School

APPENDIX 5



Code of Conduct for Breakfast and After School Club

1 RESPECT OTHERS AND ACCEPT PEOPLE'S DIFFERENCES

- Be kind and helpful to everyone.
- Include others in games or conversations.
- Respect those who wish to be alone.
- Listen to others and be respectful of their views.

2 RESPECT ALL PROPERTY

- Play nicely with games.
- Only use a computer with permission from an adult.
- Be respectful during and after mealtimes by helping to tidy up.
- Be respectful of other people's personal possessions.

3 ASK FOR HELP FROM AN ADULT IF YOU NEED IT

- Remember that adults are there for you and will be happy to help.

STAFF WILL:

- Establish routines and boundaries and help the children to understand them.
- Be role models for excellent behaviour.
- Help to create a safe and happy environment.

SOME EXCELLENT EXAMPLES OF BEHAVIOUR SHOWN BY CHILDREN:

- Including other children in a game.
- Working on homework or other projects individually, in pairs or small group.
- Saying please and thank you.
- Asking for permission to use the computer.

MISBEHAVIOUR

Misbehaviour is defined as:

- Being unkind
- Not following instructions

- Disruption
- Poor attitude

Serious misbehaviour is defined as:

- Bullying (including cyberbullying).
- Persistently being unkind
- Repeated breaches of the Pupil Code of Conduct.
- Any form of prejudiced based discriminatory language or behaviour.
- Physical/violent behaviour.
- Bringing inappropriate or potentially dangerous items to school.

One child's misbehaviour must not be allowed to distract staff from supporting or working with the other children for a prolonged period.

In the case of misbehaviour, the following steps are taken:

1	Staff member reminds child about appropriate behaviour with the expectation that this will lead to a positive change. No further action is taken if the child responds positively.
2	Continued misbehaviour means the child's parents and the Senior Management Team will be informed. A plan will be established to improve behaviour.
3	If there is no improvement in behaviour, the parent/carer will be informed that the child's place at the club will be withdrawn.

APPENDIX 6



Code of Conduct for Residential trips

For this visit to be both beneficial and enjoyable for all, you will be expected to comply with the following code of conduct.

In general, you will be expected to:

- Follow the school code of conduct with regards to behaviour.
- Behave responsibly at all times and show consideration for others.
- Comply with all instructions at all times.
- Take responsibility for your own possessions.
- Keep all facilities clean, tidy and undamaged.
- Abide by all host facility rules and regulations.
- Be aware of all emergency procedures.
- In the event of an emergency, follow emergency procedure instructions.
- Understand that the possession and use of any technology such as mobile phones or tablets is strictly forbidden
- Inform staff of any relevant medical conditions or injuries.
- Inform a member of staff of any hazards and report any damaged or unsafe equipment.
- Wear appropriate clothing.
- Return all borrowed equipment in the same condition in which you received it.
- Safeguard personal belongings and borrowed equipment.

On the coach

- Remain in your seat, unless given permission to do otherwise.
- Wear your seat belt whilst being transported in a coach.
- Luggage should not block the aisle and be kept on the luggage rack or under the seat.
- No eating or drinking on the coach
- Do not distract the driver – no shouting out, no flash photography etc.
- If you begin to feel travel sick, inform a member of staff.
- When disembarking, be aware of traffic movement and direction. Follow the teacher's guide.

- **On the ferry**

- Ensure you understand the importance of remaining in your group at these busy locations.
- Ensure that you understand that timings are vital.
- Ensure that you understand security arrangements and limitations.
- Follow instructions from crew members.
- Follow all instructions regarding being on boat decks.

Staying in the hotel

- Ensure that you read all notices and understand all instructions regarding fire and safety procedures.
- Ensure that you understand the location of staff.
- Ensure that you understand any instructions, which limit your access to parts of the hotel.
- Ensure that you understand all instructions regarding access to other peoples' bedrooms.
- Ensure that you arrive on time for meals and meetings.

Failure to comply with this Code of Conduct may result in sanctions. This will include parents/carers collecting their child from the trip at their own personal cost and time.

I agree to abide by the above Code of Conduct.

Child's Signature _____ Date _____

Parent/Carer Signature _____ Date _____